

**U.S. Department of Education**  
**2011 - Blue Ribbon Schools Program**  
**A Public School**

School Type (Public Schools): ☐ Charter ☐ Title 1 ☐ Magnet ☐ Choice  
(Check all that apply, if any)

Name of Principal: Mrs. Susan Hayes

Official School Name: Barkley Bridge Elementary School

School Mailing Address: 2333 Barkley Bridge Road  
Hartselle, AL 35640-3876

County: Morgan State School Code Number: 156-0005  
Telephone: (256) 773-1931 E-mail: susan.hayes@hcs.k12.al.us

Fax: (256) 773-4338 Web URL: www.hartselletigers.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\*: Dr. Mike Reed Superintendent e-mail: mike.reed@hcs.k12.al.us

District Name: Hartselle City District Phone: (256) 773-5419

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson: Mrs. Jennifer Sittason

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

### DISTRICT

1. Number of schools in the district: 3 Elementary schools  
(per district designation) 1 Middle/Junior high schools  
1 High schools  
0 K-12 schools  
5 Total schools in district
2. District per-pupil expenditure: 8438

### SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school: 7
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	35	24	59		7	0	0	0
1	39	25	64		8	0	0	0
2	36	33	69		9	0	0	0
3	31	37	68		10	0	0	0
4	37	35	72		11	0	0	0
5	38	27	65		12	0	0	0
Total in Applying School:								397

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
0 % Asian  
1 % Black or African American  
0 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
99 % White  
0 % Two or more races  
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 4%  
 This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <b>to</b> the school after October 1, 2009 until the end of the school year.	6
(2)	Number of students who transferred <b>from</b> the school after October 1, 2009 until the end of the school year.	10
(3)	Total of all transferred students [sum of rows (1) and (2)].	16
(4)	Total number of students in the school as of October 1, 2009	397
(5)	Total transferred students in row (3) divided by total students in row (4).	0.04
(6)	Amount in row (5) multiplied by 100.	4

8. Percent limited English proficient students in the school: 0%  
 Total number of limited English proficient students in the school: 0  
 Number of languages represented, not including English: 0  
 Specify languages:

9. Percent of students eligible for free/reduced-priced meals: 18%

Total number of students who qualify: 72

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 1%

Total number of students served: 22

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>0</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>21</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u><b>Full-Time</b></u>	<u><b>Part-Time</b></u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>24</u>	<u>0</u>
Special resource teachers/specialists	<u>4</u>	<u>1</u>
Paraprofessionals	<u>4</u>	<u>0</u>
Support staff	<u>9</u>	<u>0</u>
Total number	<u>42</u>	<u>1</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 16:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	94%	96%	96%	97%	97%
Daily teacher attendance	93%	95%	94%	95%	95%
Teacher turnover rate	0%	0%	0%	0%	0%
High school graduation rate	0%	0%	0%	0%	0%

If these data are not available, explain and provide reasonable estimates.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	<u>0</u>
Enrolled in a 4-year college or university	<u>0%</u>
Enrolled in a community college	<u>0%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>0%</u>
Military service	<u>0%</u>
Other	<u>0%</u>
<b>Total</b>	<u><b>0%</b></u>

Hartselle is a small town that values its schools and demonstrates this through strong community support and parent participation. Teachers work within the framework of this community support to prepare its children for the future.

Because there are a few industries and businesses located within Hartselle, the school system is the largest employer in the city. Most of Hartselle's residents work in nearby Decatur or in Huntsville, Alabama. The town itself is currently undergoing a self-assessment/community improvement effort through ACE (Alabama Communities of Excellence). Area churches, the city's Parks and Recreation department, a quaint little Main Street, and Hartselle's schools are responsible for most of the town's activities. All of us want to be certain that we are doing all we can to grow our town. The willingness of community members and leaders to go through the ACE process indicates the small town's commitment to a higher standard.

We have a vision of what our community's future will look like, and we are preparing Barkley Bridge students to solve problems using a variety of methods, examine the world around them, to observe, to explore, and make connections within the Hartselle community and to the world community. We want them to read independently and with joy and understanding, to develop and share their voices, to create... and appreciate the world that is theirs. Our goal is for our students to lead active and healthy lives, and... in the end... to serve in order to lead, and to lead in order to serve. We believe success in these areas will lead to success in our community. Moving toward excellence has been a journey for all of us.

Several years ago when Barkley Bridge began to focus on very real school improvement, we recognized the importance of creating vision statements that could serve as a foundation for our decision-making. As a result, we have a more coherent operation. Yearly improvement goals, professional development, professional learning teams, new products or programs, new campus projects, our teacher recognition program, students clubs, student field trips, assemblies brought to campus, student recognition--- all of it fits into a cohesive whole. Moreover, all of it is based on what we have claimed to be valuable to us through our vision statements.

Several years ago we experienced a paradigm shift that took us from an "I'm responsible for what goes on within the walls of my classroom" approach to a "we are all responsible for all of these children" approach. When one fails we all fail. When one succeeds we all succeed. No teacher is immune or excused from reaching out to insure the success of all whether that be through direct interaction with a child inside a classroom or through shared-ideas or shared-research in data meetings or in mini-professional development sessions.

Though our standardized test scores were never poor, they began to markedly improve when we took a renewed approach to student learning. It was our consistently strong performance on these tests that began to garner the attention of the communities that surround us. And though we have always been proud of our scores, we have always realized... and continue to realize... that they require a commitment from every stakeholder. And even as those test scores have improved, we have reminded ourselves *meeting* expectations and *exceeding* expectations are two different things. *Meeting* buys a school district something average. *Exceeding* creates a community of excellence.

At Barkley Bridge we hold our students to a high academic standard and a high standard for behavior. We have worked to create a culture brimming with an unspoken... and sometimes spoken... "you are a BB student, and much is expected of you." Very often at faculty meetings we reflect on Good, Better, and Best Practices with a summarizing, "When we know better we do better." Each of us... each employee and each student... must commit to a habit of excellence.

As a result of all that is stated above, Barkley Bridge has been recognized by our region's accreditation agency, by commercial "school improvement process" agencies, on commercial school-ranking websites, with a Commendation of Excellence from our local mayor and city council, and more.

We are deserving of recognition for what we have accomplished, and we endeavor to remain worthy as we will continue to pursue excellence in our future.

### 1. Assessment Results:

The State of Alabama administers the Alabama Reading and Math Test (ARMT). The standards covered on the ARMT correlate with the Alabama Course of Study Standards in reading and math. Students who score a 4 on a subtest exceed the standard. Students who score a 3 on a subtest meet the standard. A score of 2 means a student partially meets the standard and a score of 1 indicates that the standard was not met. Website is: [www.alsde.edu](http://www.alsde.edu) and click on "Accountability Reporting." There is a blue bar on the right side of the screen that will get you to the page you need. Proceed to the blue and black oblong-shaped button on the next page.

Some of the questions on the Alabama Reading and Math Test are multiple-choice, while others are open-ended. The questions are weighted based on their degree of difficulty. When an individual student's scores are reported to the school, it includes a breakdown of data that explicitly indicates areas of strength and areas of weakness.

Teachers know which standards will be represented on the tests, and they know which standards will come with the more difficult open-ended questions. (These questions require a student to provide an answer and indicate how he arrived at the answer.)

Performance over a five-year period does not reveal tremendous gains or losses in reading or in math. We endeavor to improve our ability to prepare students a little bit each school year, and over the last five years we have seen improvement. Sometimes that is best reflected in the overall scores or subgroup scores seen in the tables at the end of this report. Other times improvement is better-measured by student performance on a specific standard targeted for improvement.

Barkley Bridge students have consistently performed above Alabama's targeted score in reading and/or math (the annual measurable objective).

### 2. Using Assessment Results:

The Barkley Bridge teachers, reading coach, and principal use summative and formative assessment to drive instruction, to determine the purchase and use of resources, and to design professional development.

In regular data meetings we develop instructional strategies for those who have fallen behind, who are working on grade-level, and who are ready for additional challenges. We collect all of the formal and informal data we can, because we believe all of it is needed... including teacher observations and running records... to accurately diagnose learning difficulties and to determine instructional areas of weakness. We also monitor students' progress, and we work to find difference-makers. Does a certain combination of teachers make a difference? Or is it possible that participation in our summer reading program or in a parent training workshop might be the difference? Again, we work to identify the difference-makers that will benefit each and every student.

And if we need to increase our knowledge base or improve our strategies, we need to know how. So our formative and summative data... and the plans that follow... directly impact the professional development we offer. For example, we are currently conducting book studies of *The Daily Five* and *The Cafe Book* with plans for strategy implementation in the 2011-2012 school year. If we need to purchase additional resources or re-work the resources we have to foster this implementation, we will make purchases or adjustments. Data drives everything.



### **3. Communicating Assessment Results:**

We have been the benefactors of some very positive publicity because our overall test data is so strong. We are also ranked very high on websites such as Great Schools and School Digger. For this reason, the Hartselle and Morgan County communities are familiar with our overall performance on assessments.

Every year we schedule two individual conferences with parents to discuss assessments and progress. (In our own teacher meetings, we talk about how we are like physicians when we parent-conference. We talk about how we want to talk to parents in the way a physician would. Data = Diagnosis; Strategies to Help = Prescription. (In much the same way that a doctor would want the overweight patient with high blood pressure to get fit in order to improve his condition, there are things we want parents and students to do at home in order to improve academically. But... even if the patient never loses a pound... the physician still has a responsibility to care for him. If our students and parents never do a thing that we ask of them, it does not excuse us from working to improve a student's academic condition.)

In addition to formally conferencing with parents, we send home graded papers, progress journals, and mid-term reports. We correspond via phone and e-mail. Parents call teachers' homes at night when they need to. We give parents very specific strategies to use with their children, and we very often offer them "training" and resources, as well.

It is important to us that parents understand the "right now" reasons for our academic goals as well as the "later on" reasons. Example: Parents often do not understand why it is important to us that a child read at a certain rate in the first grade, however, when we are able to explain the ways in which fluency and comprehension intertwine, and the ways slower readers begin to struggle when they have to tackle volumes of text, parents do understand the "right now." Developing a culture in which teachers have to communicate their purpose to parents has an additional benefit-- it requires the teacher to be very certain that she has an authentic purpose, and to be very certain that authentic practice accompanies that.

### **4. Sharing Lessons Learned:**

All employees share within the Hartselle City School District. Much of our professional development is done together, and we work to provide "share time" across grade levels. Teachers themselves are very often our in-house-expert presenters. Administrators provide ideas and support for one another, as well.

Barkley Bridge and the other four schools in the Hartselle City School District benefitted greatly from the District (instead of school level) Accreditation Process we went through three years ago. That process required teacher and administrator collaboration, and we accomplished much of that through a WIKI to which all parties contributed. We completed the process as a group of schools and we were visited and evaluated as a group. This process "grew" leaders within our district.

Several Barkley Bridge teachers are professional development presenters with the Alabama Math, Science, and Technology Initiative (AMSTI). They present across the state during the summer months and generally bring back as many ideas as they share with others.

BB teachers add-to and take-from numerous best practices websites, and we were recently featured (February 2011) in a Best Practices newsletter.

Our principal recently presented at a Best Practices gathering in Orlando and has presented on the topic of using data to drive school decision-making in Limestone County, Alabama. She also presented to other principals in a summer AMSTI training session.

## 1. Curriculum:

Barkley Bridge works to insure that learners are engaged in the learning process. All instruction must align with the school's vision, target rigorous academic standards, provide authentic purpose and authentic practice, require higher-level thinking and allow students to bring their unique gifts to the classroom,. In addition we strive to connect our instruction to prior learning, to common local experiences, and/or to what's going on in the world today. We also endeavor to nurture student-ownership in the learning process, use formative assessment to guide instruction, and provide opportunities for all students to participate through whole group, explicit small group, and engaging centers that connect to the world around them as well as to the targeted standards.

Strugglers' needs should be addressed. Gifted students' needs should be addressed. Learning styles should be considered.

Core content is determined by the *Alabama Courses of Study (ALCoS)* in Language Arts, Math, Science, and Social Studies.

Language Arts- Barkley Bridge works to develop lifelong learners and critical thinkers. Language Arts is generally organized through the strands of reading, literature, writing and language, research and inquiry, and oral and visual communication.

Mathematics- Barkley Bridge works to develop problem solvers and utilizes math to help drive that process. Math is generally organized through the strands of number and operations, algebra, geometry, measurement, and data analysis and probability.

Science- Barkley Bridge works to encourage a sense of wonder and to develop problem solvers who approach experiences with the scientific method. Science is generally organized through the strands of physical science, life science, and earth and space science.

Social Studies- Barkley Bridge works to broaden students' perspectives of our world and its people and to grow informed decision-makers. Social Studies is generally organized through the strands of economics, geography, history, and political science.

PE, Health, and Nutrition- Physical education focuses on developmentally appropriate practices for K-5 students in the areas of motor skill development, interactive behavior, and health-enhancing activity. Children are encouraged to develop positive lifelong physical habits. Health addresses the physical, mental, emotional, spiritual, social, and environmental health of Alabama's young learners.

Visual and Performing Arts- "Produce, Respond, and Understand" This is the structure of the strands of the visual and performing arts. Students are to recognize that, as artists, they are to produce. But their responsibility extends beyond that to the role of student thinker and even to the role of appreciative audience member.

## 2. Reading/English:

**Reading-** All grade levels use resources approved by the Alabama Reading Initiative (ARI), but the true foundation of all reading instruction is the National Reading Panel's Big Five: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension. Whole group and small group instruction... explicit and with leveled readers... are crucial parts of daily reading instruction.

**Whole group instruction** engages all students by building schema and content background knowledge before a story or literature selection begins. Students are immediately able to connect and engage. Whole group instruction, over the course of a week, addresses phonemic awareness and phonics... particularly in the lower grades... fluency, vocabulary in context, and comprehension. Student performance within whole group as well as other formal or informal formative assessments determine what is needed in small group instruction.

**Small group instruction** explicitly addresses deficits in areas such as phonics and gives the teacher opportunities to work with students with appropriately-leveled decodables and readers. While in these "just right books," teachers can focus on fluency and comprehension. Students leave this explicit instruction with connected practice in-hand or readily available. Though small group instruction does involve a book at an easier reading level for those students who require such, it is not about slowing down. Small group instruction is designed to fill holes and turn students into grade-level readers. Students who are already at or above grade level receive instruction in small group that is specific to them. Their connected practice is very often a challenge activity.

Sometimes connected practice is placed in a student's hand when he leaves his small group lesson, but other times it will be in the form of a literacy center. Some **literacy centers** are for all students to complete over the course of a week, and some are specific to a student's needs. Some reinforce the skills being taught in the current week, and some reinforce prior skills.

**Leveled text for independent reading**, what we informally call the "just right book," is also an important piece to our reading program. Having a student reading independently in a book that interests him fosters that lifelong love of reading that we want for our children.

**Weekly spelling tests** based on phonics skills or writing lessons are part of the curriculum.

**Writing** is an essential part of the language arts curriculum with approximated spelling descriptions and pictures in Kindergarten and a focus on the narrative, descriptive, expository, and persuasive modes of writing added over a child's K-5 experience.

### **3. Mathematics:**

Mathematics lessons align with the Alabama Course of Study and are driven by the Alabama Math, Science, and Technology Initiative. To become AMSTI math-certified, teachers must attend two week-long summer trainings. Teachers are also visited numerous times throughout the year by AMSTI trainers and sent regular "e-mail teaching ideas" with information to meet the needs of all learners.

AMSTI focuses on making sense of mathematical ideas acquiring essential skills and insights to solve problems. AMSTI aligns instruction with the teachings of the National Council of Teachers of Mathematics (NCTM) and with the findings of ISTI, the Information Science and Technology Institute.

Teachers offer whole group and small group math instruction. Whole group concepts are generally introduced with trade books and then followed-up with teacher instruction. Students practice their math skills with the teacher. This most often involves math manipulatives and a journaling of findings. Teacher walk-around or another informal assessment will indicate to the teacher which students need an extra moment of explanation and which students need more detailed small group instruction.

When even small group instruction is not enough to enable a student to proceed with the grade-level lesson, teachers can use their *Math Course of Study* to determine the skills within the same strand that should have been mastered in the prior school year in order for the student to be ready for the current grade level instruction. The teacher can assess the student in that below-grade level skill. In other words, to help the struggler who is significantly behind, the teacher must determine the last skill mastered in the strand regardless of the grade level within which it should have been mastered. It is at that point that the teacher can begin scaffolding to prepare the struggler for current grade level instruction.

Small group instruction ends with extended independent practice. Student performance on that practice guides the next instructional steps.

Math centers are very often personalized, as well. Our district uses a software package that allows us to better track our struggling students and offer them interesting, interactive activities to reinforce their skills. And though the purchase of this software was made with the struggler in mind, all students can benefit from the practice activities. They simply need practice activities targeted to their needs.

Regular benchmark tests in math, formative assessments throughout the year, and the summative end-of-year tests required by the State allow us to measure our success.

#### **4. Additional Curriculum Area:**

We want to nurture problem-solvers, so our math and science curriculums are both very important to us. Because we partner with the Alabama Math, Science, and Technology Initiative (AMSTI), we regularly receive fully stocked science investigations.

These investigations vary across grade levels and address everything from working with balls and ramps in kindergarten to electrically wiring a shoebox house in grade four. The investigations begin with rich instruction and a scientific-method approach.

The AMSTI science approach does not allow for a teacher to demonstrate an experiment from the front of the room while the students watch. It does not begin with a stated, pre-determined end.

Students hypothesize and journal their thoughts. They question. They construct and manipulate the experiments or investigations. They hypothesize the changes that different variables could bring about. They *become* scientists.

And few of the AMSTI units are quick. They require observation and journaling over time. Students share data with one another as they problem-solve, and most of their work is done in carefully-constructed teams. Science at Barkley Bridge is not about a textbook!

Barkley Bridge student interest in science has spawned a robotics club, a science lab, and the beginnings of an outdoor classroom with very real ecosystems and specifically-planned-for units of study. Many of our Barkley Bridge field trips align with science studies.

Again, the AMSTI approach to teaching students how to problem-solve has benefitted BB students in many other areas, and science instruction has become a crucial part of how we nurture those qualities in students that we claim to be so important within our mission statements.

#### **5. Instructional Methods:**

Barkley Bridge academic success can be attributed to a shared vision among all its stakeholders and to sound instructional strategies that are consistently and purposefully implemented. We have aligned our instruction with the strategies of the Alabama Reading Initiative and of the Alabama Math, Science, and Technology Initiative.

##### **Basic Daily Structure**

1. Whole Group instruction begins with building prior knowledge or informally assessing prior knowledge.
2. Teacher instructs whole group.
3. Teacher checks for understanding. (many formative measures... does not have to be formal)
4. Guided Practice with teacher and student. Teacher determines which students need additional instruction in small group.
5. Explicit and differentiated small group instruction and independent practice in lit or math centers

6. A repeat of step 5 if needed. Students rotate.
7. Formative student assessment
8. Next steps based on assessment results

We stand behind this structure and its teacher teaches/ teacher and student practice together/ student practices independently requirement... also known as I Do/ We Do/ You Do. This method, with built-in formative practice at every turn, allows the teacher to immediately address minor misunderstandings and then plan-for and explicitly address deeper weaknesses. It also allows teachers to determine which students are ready to move on to more challenging activities early in the instructional process.

Instruction is modified for strugglers with additional resources suited to their current academic levels. Most modification occurs during small group instruction. The teacher also provides extended independent practice almost immediately after one-on-one or small group instruction has occurred. The goal is to catch the student up and not to leave him working at the lower level indefinitely.

Building schema and prior knowledge before whole group instruction begins is another way to meet the needs of diverse learners. We often find that students are capable of grasping the material but lack the background to truly understand what they are hearing. Providing them with schema "hooks" on which to hang the new knowledge will sometimes close what would otherwise be a gap.

## **6. Professional Development:**

Professional Development is designed to improve teacher instruction and, thus, student learning and achievement. The Professional Development that is offered by Hartselle City Schools is determined by the instructional goals and strategies named in the school's Continuous Improvement Plan, the areas of professional weakness that teachers cite and focus on in their own self-assessments and professional learning plans, and the need for skill in the use of additional resources or tools (including technology) to implement strategies and plans for improvement.

There are some areas where professional growth is needed that can be quickly and easily determined at the beginning of a school year. These are very often areas where teachers, the reading coach, or the principal believes clarification and review are needed based on classroom walkthroughs and observations (teacher performance) in the previous school year. The areas will sometimes be those that teachers bring up in data meetings as weak spots where they believe their instructional or assessment skills could be stronger. We arrange training and development.

Walkthroughs, teacher-talk in future data meetings, and student data reveal the effectiveness of the teacher learning and implementation.

A challenge for us is recognizing and planning-for the fact that not all teachers are ready for the same professional development in the same moment. Even apart from the dilemmas faced when new employees come on board, BB works to have "teacher learning" occur in formal ways but also informal ways. Service on a PLT can enlighten a teacher, peer observations can, book or article studies can make a difference, and an ongoing reinforcement of the basic tenets of teacher learning that directly impact student learning are crucial to keeping all teachers moving along a continuum from good to better to best. In reading, we very often pair a teacher with the reading coach to work through the Coaching Cycle. The reasons why this may be necessary vary from teacher to teacher.

Formative and summative assessments tell the final story of our success in preparing our teachers for the classroom. And we also make it a point to interview a cross-section of sixth graders in the school we feed to ask, "In what subject areas did you feel prepared for junior high school? In what subject areas could we have prepared you better?" And we ask for specifics. This has been an eye-opener and has affected how we instruct and how we train to instruct.

## **7. School Leadership:**

The school principal is the leader, and the final decision on any matter is hers, but she is a real believer in shared- decision-making and stakeholder buy-in. We essentially work within the framework of a Barkley-Bridge-developed matrix. Every teacher has a copy. The matrix demonstrates our vision statements and our current improvement goals with a brief outline of what is necessary to support student-achievement goals.

We have learned that in order to fully implement any strategy for improving student achievement, we must have a specific plan for offering collaborative leadership, professional development, effective instruction, assessment, and intervention to scaffold it. Most any strategy that we endeavor to implement will require the support-plan that these areas provide. We make a very real effort to spend our limited resources on items that will support our current goals and/or our vision. Resources... including time... should work within the matrix.

We also use Professional Learning Teams as a way for teachers to direct improvement. Many decisions regarding needed-resources grow from the recommendations of these teams. PLTs are used to implement new strategies, but they are also used to sustain plans that are still in the "fledgling" stage.

In addition to the everyday management of the workings of the school that any principal counts among her duties, genuine school improvement requires that the principal monitor what is working and scaffold it where needed, admit what isn't working and consider what can be done to additionally bolster or scrap it, and keep her eye on the horizon.

Few meaningful education changes occur in the absence of very intentional prior planning. Barkley Bridge has been working for two years to bring our standards and curriculum to a national level of excellence. Therefore, moving in a direction of common core standards across the nation will be a very natural next-step. "Seed planting" is part of a principal's job... and the monitoring of student and teacher performance... and the day-to-day. It's what school leadership looks like.

## PART VII - ASSESSMENT RESULTS

### STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Alabama Reading and Math Test (ARMT)

Edition/Publication Year: First Edition Publisher: Harcourt

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Meets/Exceeds Standards	94	90	97	94	86
Exceeds Standards	69	45	76	81	70
Number of students tested	72	65	76	69	74
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets/Exceeds Standards	91	91	100	100	
Exceeds Standards	36	36	67	80	
Number of students tested	11	11	15	10	
<b>2. African American Students</b>					
Meets/Exceeds Standards					
Exceeds Standards					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Meets/Exceeds Standards					
Exceeds Standards					
Number of students tested					
<b>4. Special Education Students</b>					
Meets/Exceeds Standards					
Exceeds Standards					
Number of students tested					
<b>5. English Language Learner Students</b>					
Meets/Exceeds Standards					
Exceeds Standards					
Number of students tested					
<b>6. None</b>					
Meets/Exceeds Standards					
Exceeds Standards					
Number of students tested					
<b>NOTES:</b>					

11AL2

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Alabama Reading and Math Test (ARMT)

Edition/Publication Year: 1st Edition Publisher: Harcourt-Brace

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Meets/Exceeds Standards	100	97	99	97	93
Exceeds Standards	90	63	69	74	67
Number of students tested	71	65	75	69	76
Percent of total students tested	99	100	99	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets/Exceeds Standards	100	100	100	100	
Exceeds Standards	64	64	33	50	
Number of students tested	11	11	15	10	
<b>2. African American Students</b>					
Meets/Exceeds Standards					
Exceeds Standards					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Meets/Exceeds Standards					
Exceeds Standards					
Number of students tested					
<b>4. Special Education Students</b>					
Meets/Exceeds Standards					
Exceeds Standards					
Number of students tested					
<b>5. English Language Learner Students</b>					
Meets/Exceeds Standards					
Exceeds Standards					
Number of students tested					
<b>6. None</b>					
Meets/Exceeds Standards					
Exceeds Standards					
Number of students tested					
<b>NOTES:</b>					

11AL2



## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Alabama Reading and Math Test (ARMT)

Edition/Publication Year: First Edition Publisher: Harcourt

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Meets/Exceeds Standard	100	95	96	91	94
Exceeds Standard	67	72	78	76	78
Number of students tested	64	75	74	67	78
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets/Exceeds Standard		75	100		81
Exceeds Standard		42	75		31
Number of students tested		12	16		16
<b>2. African American Students</b>					
Meets/Exceeds Standard					
Exceeds Standard					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Meets/Exceeds Standard					
Exceeds Standard					
Number of students tested					
<b>4. Special Education Students</b>					
Meets/Exceeds Standard					
Exceeds Standard					
Number of students tested					
<b>5. English Language Learner Students</b>					
Meets/Exceeds Standard					
Exceeds Standard					
Number of students tested					
<b>6. None</b>					
Meets/Exceeds Standard					
Exceeds Standard					
Number of students tested					
<b>NOTES:</b>					

11AL2

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Alabama Reading and Math Test (ARMT)

Edition/Publication Year: First Edition Publisher: Harcourt

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Meets/Exceeds Standards	99	99	99	95	97
Exceeds Standards	89	87	85	72	80
Number of students tested	62	75	74	78	68
Percent of total students tested	97	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets/Exceeds Standards	91	92	100		86
Exceeds Standards	57	58	75		67
Number of students tested	11	12	16		15
<b>2. African American Students</b>					
Meets/Exceeds Standards					
Exceeds Standards					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Meets/Exceeds Standards					
Exceeds Standards					
Number of students tested					
<b>4. Special Education Students</b>					
Meets/Exceeds Standards					
Exceeds Standards					
Number of students tested					
<b>5. English Language Learner Students</b>					
Meets/Exceeds Standards					
Exceeds Standards					
Number of students tested					
<b>6. None</b>					
Meets/Exceeds Standards					
Exceeds Standards					
Number of students tested					
<b>NOTES:</b>					

11AL2

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: Alabama Reading and Math Test (ARMT)

Edition/Publication Year: First Edition Publisher: Harcourt

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Meets/Exceeds Standards	96	90	90	84	88
Exceeds Standards	71	63	63	46	55
Number of students tested	79	78	78	68	78
Percent of total students tested	100	100	100	99	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets/Exceeds Standards	100	100		71	
Exceeds Standards	57	57		12	
Number of students tested	14	14		17	
<b>2. African American Students</b>					
Meets/Exceeds Standards					
Exceeds Standards					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Meets/Exceeds Standards					
Exceeds Standards					
Number of students tested					
<b>4. Special Education Students</b>					
Meets/Exceeds Standards					
Exceeds Standards					
Number of students tested					
<b>5. English Language Learner Students</b>					
Meets/Exceeds Standards					
Exceeds Standards					
Number of students tested					
<b>6. None</b>					
Meets/Exceeds Standards					
Exceeds Standards					
Number of students tested					
<b>NOTES:</b>					

11AL2

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: Alabama Reading and Math Test (ARMT)

Edition/Publication Year: First Edition Publisher: Harcourt

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Meets/Exceeds Standards	100	98	95	87	94
Exceeds Standards	82	75	73	67	78
Number of students tested	79	71	78	69	68
Percent of total students tested	100	100	100	99	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets/Exceeds Standards		100		65	
Exceeds Standards		79		47	
Number of students tested		14		17	
<b>2. African American Students</b>					
Meets/Exceeds Standards					
Exceeds Standards					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Meets/Exceeds Standards					
Exceeds Standards					
Number of students tested					
<b>4. Special Education Students</b>					
Meets/Exceeds Standards					
Exceeds Standards					
Number of students tested					
<b>5. English Language Learner Students</b>					
Meets/Exceeds Standards					
Exceeds Standards					
Number of students tested					
<b>6. None</b>					
Meets/Exceeds Standards					
Exceeds Standards					
Number of students tested					
<b>NOTES:</b>					

11AL2

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Meets or Exceeds Standard	97	91	94	90	88
Exceeds Standard	73	60	72	68	60
Number of students tested	207	211	227	212	221
Percent of total students tested	100	100	100	99	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets or Exceeds Standard	97	88	93	80	73
Exceeds Standard	41	45	58	34	33
Number of students tested	27	37	40	35	30
<b>2. African American Students</b>					
Meets or Exceeds Standard					
Exceeds Standard					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Meets or Exceeds Standard					
Exceeds Standard					
Number of students tested					
<b>4. Special Education Students</b>					
Meets or Exceeds Standard				43	31
Exceeds Standard				43	4
Number of students tested				14	16
<b>5. English Language Learner Students</b>					
Meets or Exceeds Standard					
Exceeds Standard					
Number of students tested					
<b>6. None</b>					
Meets or Exceeds Standard					
Exceeds Standard					
Number of students tested					
<b>NOTES:</b>					

11AL2

# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Meets or Exceeds Standard	100	98	97	93	94
Exceeds Standard	87	77	75	76	60
Number of students tested	204	211	226	213	220
Percent of total students tested	99	100	99	100	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Meets or Exceeds Standard	97	97	98	80	83
Exceeds Standard	65	65	50	46	58
Number of students tested	37	37	40	35	29
<b>2. African American Students</b>					
Meets or Exceeds Standard					
Exceeds Standard					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Meets or Exceeds Standard					
Exceeds Standard					
Number of students tested					
<b>4. Special Education Students</b>					
Meets or Exceeds Standard				50	56
Exceeds Standard				29	19
Number of students tested				14	16
<b>5. English Language Learner Students</b>					
Meets or Exceeds Standard					
Exceeds Standard					
Number of students tested					
<b>6. None</b>					
Meets or Exceeds Standard					
Exceeds Standard					
Number of students tested					
<b>NOTES:</b>					

11AL2